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ABSTRACT

This report presents the Council for Exceptional Children's (CEC) analysis of the status of federal support for education of children with disabilities and/or giftedness, focusing on fiscal year (FY) 1996 appropriations and FY 1997 budget processes. Preliminary information includes a budget overview; a chart comparing appropriations, authorizations, administration requests, and CEC recommendations for IDEA (Individuals with Disabilities Education Act) components and for gifted and talented grants; and a table listing number of students by disability and percent change from 1993-1994 to 1994-1995. Narrative accounts from educators are presented to demonstrate the value and effectiveness of special education and related services. Most of the document consists of reports on the status of individual IDEA programs including federal appropriations, the authorizing provision, program purpose, who receives the funding, kinds of activities funded, recent funding history, funding considerations, CEC recommendations, and allocation by state. Reports are provided for the following programs: State and Local Grant Program; Preschool Grants; Early Intervention Program; Deaf-Blind Programs and Services; Regional Resource Centers; Programs for Children with Severe Disabilities; Early Childhood Education; Programs for Children and Youth with Serious Emotional Disturbance; Postsecondary Education Programs; Secondary Education and Transitional Services; Innovation and Development; Special Education Technology; Educational Media and Captioning Services; Special Education Personnel Development; Clearinghouses; Evaluation and Program Information; and Gifted and Talented Grants. (DB)

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CEC

FISCAL YEAR 1997

FEDERAL OUTLOOK FOR EXCEPTIONAL CHILDREN

BUDGET CONSIDERATIONS
AND
CEC RECOMMENDATIONS

JUNE 1996

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Department of Public Policy
The Council for Exceptional Children

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The Council for Exceptional Children

CEC: Leading the Way
The Council for Exceptional Children (CEC) is the largest professional organization internationally committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities by advocating for appropriate government policies; setting professional standards; providing continuing professional development; and assisting professionals to obtain conditions and resources necessary for effective professional practice.

CEC: The Unifying Force of a Diverse Field
The Council for Exceptional Children, a private nonprofit membership organization, was established in 1922. CEC is an active network of 59 State/Provincial Federations, 1,018 Chapters, 17 Specialized Divisions, and 330 Subdivisions with reach in over 40 countries.

The CEC Information Center:
International Resource for Topics in Special and Gifted Education
The Council for Exceptional Children is a major publisher of special education literature and produces a comprehensive catalog semiannually. Journals such as *TEACHING Exceptional Children* and *Exceptional Children* and a newsletter, *CEC Today*, reach over 100,000 readers and provide a wealth of information on the latest teaching strategies, research, resources, and special education news.

This annual publication provides up-to-date comparison data on appropriations for all major programs affecting special education. CEC is proud to present its recommendations to assist policy makers and others concerned with education-related services for children and youth with exceptionalities.

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
703/620-3660 (Voice)
703/264-9446 (TTY)
703/620-4334 (FAX)
http://www.cec.sped.org

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BUDGET CONSIDERATIONS
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CEC RECOMMENDATIONS

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Department of Public Policy
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FOREWORD

The Council for Exceptional Children (CEC), the largest professional organization of teachers, administrators, parents and others concerned with the education of children with disabilities and/or giftedness, annually publishes the *Federal Outlook for Exceptional Children*. The *Outlook* is designed to explain Federal programs for children with exceptionalities and the important needs that are met by each of them. CEC hopes that a better understanding of such programs will lead to increased support and advocacy for services for children with disabilities and giftedness.

Unfortunately, the *Outlook* comes a little late this year because of the delay in final decisions on the FY 1996 budget. Seven months after the start of FY 1996 and numerous continuing resolutions, Congress finally passed and the President signed legislation appropriating funds for education programs. This edition of the *Outlook* contains new success stories about the children who benefit from special education and gifted programming to convey the necessity of continued funding for FY 1997 and subsequent years. Also included in the information given on each program is the President's budget request for FY 1997 and CEC's recommendations on program funding levels.

While the constant drumbeat for cutting Federal spending continues to grow louder, CEC finds itself in a position of advocating for increased Federal support for services for exceptional children. We believe that by investing in the education of our nation's children, we are enabling individual growth and productivity that will ultimately lead to financial independence and an adult life of dignity and self-fulfillment. The dollars spent on our children now are well worth the rewards both they and America will receive in the long run.

Nancy Safer
Executive Director

BUDGET OVERVIEW

The Individuals with Disabilities Education Act (IDEA) declares the intent of Congress to provide the states an appropriation equal to 40 percent of the average per pupil expenditure (APPE) for each child with a disability eligible for special education. These funds are meant to help states meet their obligation to educate children with disabilities. For FY 1996, the IDEA Part B State Grant program for children with disabilities received a slight increase of less than 1 percent for a total of $2,323.84 million. Instead of 40 percent of the APPE, with the current appropriation level the Federal government is contributing a mere 8 percent.

Because of the lack of Federal funds, IDEA is often unfairly criticized as an unfunded mandate. The Federal government, however, is not "mandating" educational services to children with disabilities; the constitutionally guaranteed right of children with disabilities to a free, public education was determined by a number of critical court cases in the 1970s, including two landmark cases. The *Pennsylvania Association for Retarded Children v. Commonwealth* case in 1971, and the *Mills v. Board of Education of the District of Columbia* in 1972, both determined that the responsibility for educating individuals with disabilities rests with states and local school districts. IDEA was drafted in 1975 partially to help the states with the financial burden of meeting their constitutional responsibilities. Without IDEA, states would still be required to allocate the resources to meet their responsibility for providing educational services to children with disabilities.

Providing students with disabilities an appropriate education is, however, an investment that ultimately benefits both state and Federal governments. In recent years, a survey by Louis Harris has consistently shown high unemployment among adults with disabilities. At the same time, the effectiveness of high-quality educational programs to ensure that students with even severe disabilities become independent, taxpaying citizens has also been demonstrated. In the long term, the dollars invested in education will both expand the base of taxpayers as well as reduce Federal and state outlays for unemployment, welfare, SSI and Medicare payments. CEC believes that the Federal government must increase funds to the states to assist states in the costs of fulfilling their obligation to educate children with disabilities. It is in the interest of the entire nation to support the education of all children. Only through the Federal and state partnership established in IDEA can the resources necessary for educating children with disabilities be realized.

CEC also strongly supports the need for Federal support of programs for gifted and talented students. With a mere $3 million allocated for the Javits Gifted and Talented Students Education program for FY 1996, the only program directly funding education programs for gifted and talented children, we are failing to provide the necessary funds to establish and expand services. The Javits gifted program focuses on gifted and talented programs for disadvantaged children who otherwise might not have access to an enriched education. We firmly believe that all

children should be provided with the educational services they need to reach their highest potential. Gifted and talented programs will assist children in reaching their individual goals.

As educators, administrators and parents, CEC looks forward to working with the 104th Congress to ensure that the Federal commitment to education programs for children with special needs is strengthened. We continue to hope that, in spite of fiscal constraints, the education of children with exceptionalities will be a priority in the coming year.

For additional information, please contact:

The Department of Public Policy
The Council For Exceptional Children
1920 Association Drive
Reston, VA 20191-1589

FY 1997 Appropriations for
Federal Programs for the Education of Exceptional Children
(in millions)

Programs	FY 1996 Appropriation	FY 1997 Authorization	FY 1997 Administration Request	CEC Recommendation
Individuals with Disabilities Education Act				
• State and Local Grant Program (P.L. 94-142)	$ 2,323.84	$ formula	$ 2,603.25	$3,323.84
• Preschool Grants	360.41	formula	380.00	776.13
• Early Intervention Program	315.75	pending	315.63	376.00
• Deaf-Blind Programs	12.83	pending	-	29.20
• Regional Resource Centers	6.64	pending	-	11.05
• Severe Disabilities	10.03	pending	-	12.70
• Early Childhood Education	25.17	pending	-	40.71
• Emotional Disturbance Projects	4.15	pending	-	11.50
• Postsecondary Education Programs	8.84	pending	-	11.93
• Secondary Education and Transitional Services	23.97	pending	-	49.65
• Innovation and Development	14.00	pending	-	33.20
• Special Education Technology	9.99	pending	-	15.00
• Media and Captioning Services	19.14	pending	-	26.60
• Special Education Personnel Development	91.34	pending	-	123.76
• Grants to HBCUs and other IHEs	0	pending	-	25.62
• Parent Training	13.54	pending	-	17.60
• Clearinghouses	1.99	pending	-	2 .96
• Evaluation and Program Information	3.83	pending	-	12.00
Research to Practice	-	-	95.72	-
State Improvement	-	-	37.07	-
Professional Development	-	-	76.70	-
Parent Training	-	-	14.53	-
Technology Development and Support	-	-	30.00	-
IDEA Subtotal	**$ 3,245.45**		**$3,552.91**	
Title X Part B (P.L. 103-382)				
• Gifted and Talented Grants	$ 3.00	"such sums"	$ 10.00	$ 20.00

From: Department of Public Policy, The Council for Exceptional Children
May 2, 1996

Number and Percentage Change of Students Ages 6 through 21 Served Under Part B and Chapter I (SOP): School Years 1993-94 through 1994-95

DISABILITY	NUMBER OF STUDENTS		CHANGE	
	1993-94	1994-95	Number	Percent
Specific Learning Disabilities	2,444,020	2,513,977	69,957	2.8
Speech or Language Impairments	1,009,379	1,023,665	14,286	1.4
Mental Retardation	553,992	570,855	16,863	3.0
Serious Emotional Disturbance	414,279	428,168	13,889	3.4
Multiple Disabilities	109,746	89,646	-20,100	-18.3
Hearing Impairments	64,249	65,568	1,319	2.1
Orthopedic Impairments	56,616	60,604	3,988	7.0
Visual Impairments	24,935	24,877	-58	-0.2
Autism	18,903	22,780	3,877	20.5
Traumatic Brain Injury	5,295	7,188	1,893	35.8
Deaf-Blindness	1,372	1,331	-41	-3.0
Other Health Impaired	83,279	106,509	23,230	27.9
All Disabilities	4,786,065	4,915,168	129,103	2.7

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OUR SUCCESS STORIES

THE GOOD NEWS ABOUT SPECIAL EDUCATION

Children with exceptionalities need special education and related services in order to perform academically at their full potential. Following are a few examples of how positive special education can be!

Preschool Program in Florida Produces Dramatic Results!

John Paul

At 3-years-old, John Paul was diagnosed with autistic spectrum disorder. At that time, his language consisted mostly of jargon; he was socially withdrawn and displayed many other characteristics of autism. Formal testing indicated his cognitive level and overall developmental age to be in the area of 10 to 18 months, with most scores falling in the 12-month range. The psychologist informed us that he was "trainable mentally handicapped," and that we should prepare ourselves accordingly. We were devastated by this unexpected diagnosis and the thought of the impact it would have on our family and our other four children.

JP entered a public preschool program for severely disabled children at 3 1/2 years of age. His classroom in Boca Raton, Florida, had a low student/teacher ratio and primarily served children with autism. My son blossomed under the guidance of this very talented and dedicated teacher. We soon began to implement additional intensive early intervention through private speech therapy and a home behavioral program. In the 18 months that followed, JP showed dramatic improvements in all areas. His teachers at school were amazed at his progress and we would be forever grateful to them.

JP continued in a special education class that was geared to children who were less severely disabled but still needed intensive speech and language services. We continued with our private speech therapy and home behavioral program, escalating the hours to compensate for his less restrictive classroom placement. JP progressed in all areas.

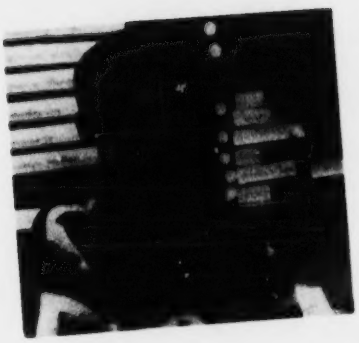
JP recently celebrated his sixth birthday. He is placed this year in an "inclusion" kindergarten classroom and now requires only minimal supports. This inclusion has allowed him to address his remaining social deficits; a trait of the autism which previously affected him, but which now is apparent only to professionals with extensive training in the disorder.

We are cautiously optimistic about JP's recovery from autism. Early intervention is crucial to successful outcomes for these children, and IDEA was instrumental in allowing us to intervene. The last 3 years have shown us how important the role of public school early intervention programs can be. We are confident that our son will grow to be a contributing member of society who can educate us all on the power of early intervention services.

Pamela Hall Gorski, Boca Raton, FL

Inclusion Can Be Fun

"He's fun." "He laughs when I make funny noises." "I always save him a seat beside me at circle time." "I like to help



him eat his lunch." "I like to play in the blocks center with him." "We like to play ring around the rosey with him." These are some of the comments made by Nevada's classmates.

My son Nevada is 5-years-old and attends preschool at Farley Elementary, McCracken County Schools, Paducah, Ky. All of the children like Nevada, and I think he is one of the most popular kids in the class. He has a great personality.

These comments are not unusual for most children in preschool but, you see, my son has disabilities. Nevada has cerebral palsy, hydrocephalus, a tracheotomy, oxygen dependency, seizure disorder, asthma, g-tube, uses a wheelchair, and is nonverbal.

When Nevada started preschool at Farley, everyone was apprehensive. By mid-year everyone knew that Farley was where Nevada belonged and that finding the right adaptations could sometimes be fun. He receives physical therapy (PT), occupational therapy (OT) and speech in the classroom and he has a full-time aide to help him. Nevada's teacher is the best and is always looking for ways to help him progress to his full potential.

Nevada and his classmates have greatly benefited from him being in the regular classroom. His classmates have learned that it is okay to be different, and they see the good qualities in people. They learn patience, acceptance, and understanding. The children have learned to accept Nevada just as he is. These children will continue to be Nevada's classmates throughout his school years. When they graduate and become professionals in the community they will remember Nevada and welcome people with disabilities into their lives, their businesses, their churches, and their homes. Just as it should be.

Beverly Lynch, Paducah, Kentucky

Early Intervention Equals Improved Outcomes!

Doctors suspected multiple health and development problems from the first few days after my son, Jeremy, took his first breath of life. As time went on, it became obvious that my son's development was severely delayed. I learned of early intervention when my son was 6-months-old. He was enrolled in our local Mental Retardation and Developmental Disabilities (MRDD) Center's early intervention program where he received occupational, physical, and speech therapies, and nurturing from a wonderful, caring teacher. This support was extended to the entire family, which made us all more adept at meeting his special needs.

At 6 months of age, we were told that our son would probably never walk or talk. Now, at age 3, he walks with the aid of leg braces and an orthopedic walker. His fine motor and speech skills also remain delayed, but he continues to make progress every day. I am thankful for the "head start" that early intervention provided our entire family. The services my son received at the MRDD Center have enabled him to grow from a floppy, uninvolved child to one who is now smiling and interactive. In a recent neurological assessment, the neurologist stated that it is now possible for Jeremy to function in the range of a typical child if he continues to receive the supports he has been receiving these past 3 years. Jeremy may end up being a working, taxpaying member of society instead of being one who depends on others for his support.

IDEA is essential for Jeremy to make further gains. Our son interacts with typical children in the preschool class at the MRDD Center where he continues to receive services. It is immensely important for him to be given the opportunity to interact with typical peers while he receives services. I fear that if IDEA would cease to exist, the opportunity for Jeremy to learn with typical children may no longer be guaranteed. Parents need the clout of IDEA to be sure that their goals for their children may become a reality.

Paulette Kadis Gaia, Chesterland, Ohio

The Special Education "Dream Team"

My son Peter, who is 6 1/2, has extensive anoxic brain injury, spastic cerebral palsy in his upper body, a spinal cord injury, and a cortical visual impairment diagnosis. He is doing more or less grade-level work in a "regular" first grade classroom in our neighborhood school with other, more typically developing 6-year-olds from our neighborhood. Because of his severe physical and visual disabilities, he is a complicated child. However, he is bright and determined, and the extensive supports currently in place are supporting his participation and his learning in very exciting ways.

The placement is a blend of special education and regular education. In addition to a regular education teacher, a special education teacher and two paraprofessionals staff

the classroom. Occupational therapy (OT), physical therapy (PT), and speech therapists visit my son and four other identified children in accordance with their IEP's. Staff work comfortably across traditional professional boundaries.

Peter uses two different devices to communicate. Extensive modifications to the first grade curriculum permit him to participate quite fully in every academic and social part of the school day.

It takes enormous effort, skill, insightfulness, time and goodwill to understand, coordinate, and facilitate Peter's education. Measuring Peter's understanding and mastery of the curriculum is often extremely difficult. The concentration of resources is unusual and, frankly, at considerable risk because of their cost. The many professionals and paraprofessionals who work with him struggle to understand how best to work both together and with Peter and our family.

And yet we are not even hoping for perfection: we have not yet got in place all the services and equipment Peter needs. Instead, we are staying focused on Peter's very real accomplishments and on his capabilities. We do what we can to support his learning, to work together across disciplines, and to think about and approach the tasks that Peter must address in the first grade. As a result, Peter is learning and participating—and he has the opportunity to be a member of the school community. Our hopes for Peter to continue to grow and become a valued, contributing member of his community are very much alive. We are deeply grateful to the school district and the talented and committed members of his "team" who work with us toward realizing this dream.

Amy Button, Schenectady, New York

IDEA Helps Student Reach Full Potential

My daughter Ashley, age 8 1/2, was diagnosed at age 6 with attention deficit hyperactivity disorder (ADHD), a learning disability, depression, oppositional behavior, and visual and gross motor weaknesses. Her emotional and behavioral problems, due to these disabilities, were so severe that I learned she would never be able to lead a normal life or function in society.

Because of IDEA, Ashley received 1 hour of daily tutoring in the reading recovery program. She was also placed in a special education class part of the day for written language arts, and she received speech therapy. Currently, she receives occupational therapy and is in the special education inclusive program. She also receives 30 minutes of daily tutoring.

The result of IDEA is that Ashley has become a happy, well-adjusted child who gets good grades and who is functioning at a level we never thought possible. This could never have happened without IDEA. I am thankful that my children live in a country that has laws like IDEA to help them reach their full potential.

Kathy Baschella, Mansfield, Ohio

Federal Law is Essential!

My granddaughter Leslie is almost 9 years old. She has severe physical limitations, which require the use of a wheelchair, and she is deaf/blind. She has a tracheostomy tube to facilitate breathing and needs frequent suctioning. She is fed through a gastrostomy tube. She is not easily understood because of her multiple disabilities.

We need IDEA the way it is! Leslie would be spending her school day in a resource room for multiply disabled children, laying on a table bed, if not for the specialized training in deaf/blindness the staff of her school have received. Her classroom aid facilitates her participation in a regular primary program where she is learning math, history, spelling, and social skills. I don't believe Leslie's special needs can be met under any program other than one specializing in deaf/blindness.

Please don't ask us to rely on the discretion and good faith of state and local education agencies to provide our children with the programming and services they need when they have long had a history of denying educational services to our children! We need IDEA's accountability mechanism to make sure our children are identified, evaluated, and provided with supplemental services as needed to enable them to benefit from their education and to reach their full potential!

Brenda Browning, Winchester, Kentucky

IDEA Has Changed Our Lives

My son Adam is 10 1/2 years old and is having school-related success for the first time in his life. Thanks to the laws that protect special education students, he is placed at a private school for learning disabled (LD) students.

We have struggled to get an appropriate education for our son for over 5 years. This has been a long process, but I now know he will be high functioning in his life. He is dyslexic and severely disabled. There was very little progress for Adam in the public school system and I knew this was not right, knowing how intelligent he is and the great potential our son has. With meeting after meeting and trying to provide the best IEP and placement for Adam, our district finally agreed to an outside placement. This was after great financial and emotional strain to our family due to paying for independent evaluations and tutoring.

Today, after 7 months at his new school, our son is a changed person. He comes home and lets me know what happened during his day. He now can add and subtract and knows all the multiplication facts without the aid of number charts. And he is willing to pick up a book at home without a fight and does his best to read the text.

His success would not be possible without IDEA. Please continue to support this valuable law.
Anne Bosley, Goffstown, New Hampshire

Special Education Has Benefited Our Entire Family

Our daughter Elizabeth has Tuberous Sclerosis (TS). She was born 10 1/2 years ago and was diagnosed shortly after birth. We live in Nebraska, where special education is available to kids from birth or diagnosis of disability. Elizabeth was "monitored" by the school district from age 6 months to 20 months. Then she began going to a speech class because of delays in her development. She has been in special education ever since.

TS is a genetic disorder that causes brain damage resulting in seizures, mental retardation, delays in motor development, other medical problems and, frequently, lack of speech. Elizabeth has all of these symptoms. She loves people and enjoys being part of her class and her family. She watches others carefully and learns from them. Elizabeth works very, very hard and is very proud when she learns something. It is very important for her educationally, emotionally, and socially to be in school with other kids her own age.

Elizabeth started kindergarten at age 5 by going to her neighborhood school and being part of a regular classroom. She was certainly not learning the same things the other kids were; she worked on her own educational goals. But she became part of a class. She is still part of that class (now fifth graders)—they have parties together and they send things to her when she is in the hospital. She spends most of her day in the classroom with them, though she works on her own educational goals: learning letters, numbers, counting money, using a computer.

Why is this so important to our family? When Elizabeth was diagnosed, the doctors could not tell us whether she would walk or talk or be able to do anything for herself. Not knowing what to expect, and therefore not having limits on my expectations, my philosophy has always been to give Elizabeth every opportunity to learn and grow—only she would limit what could be accomplished. And with her will and desire to learn, she has blossomed with those opportunities.

ONLY SPECIAL EDUCATION—INDIVIDUALIZED EDUCATION—COULD HAVE ACCOMPLISHED THIS. Her educational program is a part of her overall program of care and teaching. It is essential. Our goal is for Elizabeth to be as independent as possible when she is an adult. It will be better for her mental and physical health and for her chances of getting and keeping a job. Although we do all we can at home, I am not an educator and I cannot teach Elizabeth myself the very important things she learns in school.

Other Students Benefit, Too

Apart from the direct benefits Elizabeth gets from special education, there are many more benefits conferred on the other kids in school. The kids in Elizabeth's class have always been around kids who use wheelchairs, have seizures, use sign language, or a variety of other differences. Yet they take this in stride. They don't stare; they are not afraid to approach someone using a walker and engage them in meaningful conversation. And they will be able to look past a disability when they are adults interviewing potential employees for jobs because it doesn't make them uncomfortable. They will know that a wheelchair doesn't mean someone can't think or perform tasks. It just means they need wheels for mobility. I look forward to many more years in this school district being a partner in my daughter's education.
Susan M. Christensen, Omaha, Nebraska

Letter to Rep. Cunningham: Daughter Achieves Incredible Goals

Dear Congressman Cunningham: Thank you for providing this opportunity to voice our support for one of the most enlightened laws in our country, the IDEA. The outcome of the upcoming reauthorization will have a profound effect on our family. It will determine whether our daughter will have the right to be educated in public school; whether she will continue to learn in an integrated setting or be segregated.

Our 10-year-old daughter was born with severe developmental delays. She has been in the public schools of West Contra Costa County since she was 3-years-old. Thanks to the IEP process spelled out in IDEA, our daughter has received an appropriate, free education with supports and services that have met her needs and made it possible for her to learn.

Under the protection and direction of her IEP, our daughter is in a full inclusion program in the regular 4th-grade classroom at a neighborhood elementary school. She has achieved academic and social goals we never thought possible. We have watched her learn to read almost at grade level, use the computer as her writing tool, and interact in socially appropriate ways with her peers in the regular classroom—things she may have never learned in a segregated setting. We have seen her curiosity about the natural and human world around her soar along with her maturity and self-esteem.

None of this would have occurred without IDEA, and its predecessor PL 94-142. Our daughter's fate in the public school system would have been uncertain at best and a failure at worst. Without IDEA, we would not have become effective advocates for our child. Our children have come far in the 20 years since the birth of this law, farther than anyone imagined, proud of their accomplishments and ready to make a better world. IDEA is about unleashing this potential. Let it continue to work for all of us.

Bob and Katy Grether, Kensington, CA

Appropriate Supports = Success

I'm a special education teacher in the Auburn School District (New York) middle school working in the Resource Room. Most of my students have learning disabilities. Because of the supports in Resource (supplemental instruction, alternative testing techniques, appropriate modifications), all of the students are successful in regular classrooms. They all have at least average intelligence, and if it were not for the special education services they get, they would not be able to cope with the regular curriculum.

One student in particular has an above-average IQ but has a severe learning disability in reading and writing. He requires an aide to attend classes with him to take notes, read material, etc. He is currently on the honor roll and several teachers note that he is the kind of student they wish they had more of, referring to his ability to listen and integrate material to appropriately analyze and synthesize concepts. In years past, this student might have been relegated to a special education classroom for more seriously disabled students, effectively ruling out his ability to get a regular (as opposed to an IEP) diploma.

Ann Payne, Auburn School District, New York State

How Telecommunications Has Benefited My Special Ed Students

I teach grades 7-9 in the special education department at Roscoe Central School in Roscoe, New York. Last spring we got a connection to Learning Link, which is a public service television Internet connection that was initially limited to e-mail. (We now have a full composite of services on the Internet, including access to the World Wide Web.) My students were quite fascinated by the fact that we could communicate with children all over the world. It was a bit difficult though, as they had learning disabilities and did not write very well. However, we did do some writing back and forth.

One child in the eighth grade took it upon herself to answer a survey which was prepared by a 5th-grade class in another state. The survey was designed to be answered by other fifth graders, so this student duplicated the questions and took them to our two 5th-grade classes. The students there responded and then the eighth grader collated the responses. As she listed and graphed the responses, a glimmer of recognition began to glow....at first, she looked at the results with a rather puzzled expression, and then she perked up and excitedly announced "why, these are fractions!!" She proceeded to analyze all of the answers she had written down showing ME that these were, in fact, the things she had viewed as an enemy (up to that moment)—*fractions*—and they were no longer so incomprehensible. I had tried to teach this student fractions for 2 years, but she hated them and just could not handle operations involving them....now, they had found personal meaning to her. Without the opportunity that the Net provided it might never have happened.

Technology, and more specifically, telecommunications, have truly opened up the world to my students. Learning is real now—and exciting. It has opened up new perspectives for me as a teacher, too. I can explore new avenues of research to add to the content of my teaching; I can communicate with others all over the world who are anxious to share and to help. I am now a part of a global family—I feel a part of a whole new era. Technology and telecommunications are vitally important to children with special needs....it will open new vistas, new means of empowering them to be a part of the mainstream. It should be a part of every student's life, and in every student's class.

Joan C. Langston, M.A.
Certified Special Education Teacher and School Administrator

Before and After IDEA

Over the past 17 years, I have had the wonderful opportunity to work with individuals with special needs—both in a classroom setting and in community-based vocational and living situations. The students I have worked with ranged from first grade through high school; the adults in the community-based settings ranged in age from 20 through 70. I have had the unique opportunity to see individuals who completed their education well before P.L. 94-142, and those who have been able to participate in education since. *The differences are astounding.*

Many of the individuals who completed their school before P.L. 94-142 are working in sheltered settings and in semi-independent living with caretakers to teach skills. These individuals have required intensive instruction on skills normally taken for granted.

Students who are graduating from educational programs who have had the opportunity to participate in full educational programs that met their individual needs since preschool are moving from secondary to post-secondary settings such as jobs and post-secondary education programs. These individuals can successfully hold jobs, and fulfill their own basic needs such as shopping and cooking. These individuals are taxpayers and members accepted in the community as a whole.

Examples of these individuals are Susan and Mary (names are fictitious, situations are real). Susan graduated from school 3 years ago. She is successfully employed at a company that cleans and alters tuxedos. She is able to pay rent and buy food and luxuries from the money she earns. She enjoys going to restaurants and to the movies. She has a wide circle of friends and likes lively conversations. Susan started school when she was 3 and completed her schooling in regular public schools.

Mary is 41-years-old. She is working in a sheltered workshop and is living in semi-independent housing with house parents and trainers to teach her life skills. Conversations are tedious with Mary, as she has limited skills. Going to restaurants are difficult for her, as she cannot read the menu and has difficulty understanding that she needs to wait in line (when appropriate). According to testing, both of these women have the same I.Q. and ability level. The only difference between them was the education each received.

Susan was taught from the start in daily living, language, math, and functional reading skills. Susan has been in the least restrictive environment with proper supports and transition supports throughout her education. Mary, on the other hand, has been institutionalized and has spent years with minimal education.

Now is the time we can choose what kind of future our students with special needs will have. We can spend the money up front for 16 years in education that will allow these individuals to participate in the long run in their communities as employees and active participants, or we can spend even more money on the back end for 50 or 60 years on financial support for individuals. Denying funding does not mean we will no longer have individuals with special needs. The choice is clear. We need to continue funding; however, we also need to continue professional development, research, and technology. To educate students without having teachers—both regular and special education— trained in the best methods, without researchers to develop better methods to work with individuals with special needs, and without technology to teach our students how to survive and thrive in a technologically advanced world, is saying that 5 years from now, we want those students who most closely resemble Susan to turn into individuals who have severe needs such as Mary.

Laura Alexander, Salina, Kansas

Teachers Benefit from IDEA Too

As a teacher of special needs students for 16 years, I realize the benefits provided since the implementation of IDEA.

My students no longer graduate and become dependent on the system to support them. After graduation, the majority of my students become gainfully employed and tax-paying citizens. Upon entering high school, the focus of the individualized education plan (IEP) is to develop employability skills in individuals that lead to community employment.

Along with the development of these employability skills, extensive vocational training is available. Through coordinated efforts of the entire transition team, a full, appropriate public education is provided to students who qualify under IDEA. Students are given experiences that help them to develop individual skills and talents along with social skills to prepare for community employment.

Success for students is also dependent on support from agencies outside the school system. Cuyahoga Special Education Service Center is an excellent resource for teachers by providing informative, educational inservices. I have also utilized the on-site evaluations for augmentative and adaptive equipment to enhance students' abilities to be successful.

Currently the work-study coordinator is provided through the Cuyahoga County Board of Education. Through coordinated efforts of the transition team, led by the coordinator, students are experiencing success in community placement after graduation.

Mary Ellen Rhein, Cuyahoga County, Ohio

Student Plans to Teach Others with Disabilities

My husband and I have two daughters, ages 17 and 14. My oldest daughter is a junior in a public high school and is currently holding a 3.4 GPA. That in itself is no big accomplishment, until you add in the fact that she is deaf. For the past 3 years, she has been completely mainstreamed into regular classes.

Only because of all of the services that IDEA gives to us is this possible. She has received speech therapy, audiological services, interpreters, special education aides and, of course, special education teachers who have all worked for my daughter's best. Without all of these services my daughter would never be the success that she is scholastically. With

all of these services, my daughter is making plans to become a special education teacher herself!

Karen McGuckin, Hartville, Ohio

School Ensures Success in the "Real World"

Our son, Donald Rudar, is 19-years-old and is a freshman at Ohio State University. When Don was 4-years-old he was diagnosed with Duchenne Muscular Dystrophy. Duchenne's is a progressive fatal disease, which results in the slow deterioration of muscle strength and tissue. Don currently uses a power wheelchair for mobility, is ventilator dependent, and receives his daily nourishment through a gastrostomy tube. All of his daily living needs are met by his nursing staff.

Shortly after his diagnosis he was enrolled in an early intervention program, with the hope that he would be ready in 1 1/2 years for kindergarten. Upon entering elementary school, Don was included in the regular education setting. He spent all of his school years (K-12) in a fully inclusive setting, thus enabling him to learn to survive in the "real world."

At age 14, Don gained summer employment and still maintains a summer job. We feel very strongly that due to the home/school partnership and other provisions afforded him under IDEA, Don successfully completed high school. Also, due to the provisions afforded him under the Americans with Disabilities Act (ADA), Don has reached his goal of attending the college of his choice, to further his education, live in a dormitory among his peers, and become a productive member of mainstream America.

Donald and Valarie Rudar, Mayfield Heights, Ohio

Helping Students Realize Their Full Potential

Our daughter, Jennifer, receives her education through the Columbus, Ohio, public schools special education department. We understand that there are questions being raised in Washington, D.C. about the need and value of special education. We are surprised and dismayed that such questions are being raised and would like to share a few observations about what special education has meant for Jennifer.

Jennifer was born with brain damage, some physical defects, and has an IQ of 65. Although she tried regular education programs twice, she has been in special education programs since kindergarten. Her disabling conditions cannot be cured, but special education programs are helping her to realize her full potential.

We are proud to note that despite severe fine motor skill deficiencies, Jennifer has learned to print and write legibly. She has mastered her full mathematics capabilities, attaining a 4th-grade functional level. She has learned to read and loves books like no other child we have ever seen; she can identify all the states by name on a blanked-out map. All of these skill achievements (which many take for granted) are monumental achievements for Jennifer and attributable to special education where she receives the special help she needs.

Jennifer is about to finish her sophomore year in high school. She loves school and, with the help of her teachers, has set a goal to graduate on schedule. In her classes, she is learning life skills that will help her attain some level of independence. She is receiving career and job skills training and experiences that will help her find a job within her capabilities after high school. One special highlight for us is her woodshop ability where she received recognition by having the park bench she made displayed at the Columbus Board of Education offices.

These examples only touch the surface of how special education has helped our daughter reach her full potential. We recommend that elected officials visit these programs and see them in operation and the students the programs serve.

Phil and Margaret Petrosky, Columbus, Ohio

She Won't Flunk Out!

In 1982, my husband and I were told by an elementary school principal that our 8-year-old daughter, Sarah, had a learning disability and that without special education classes she would probably flunk out of school. For the remaining 10 years of public schooling, Sarah has received a continuum of special education services, from resource room to tutoring.

On June 11, 1995, Sarah graduated from Findlay High School with a 3.0 GPA, and attends The College of Mount St. Joseph where she majors in art therapy.

Without the legal mandate from the IDEA, I am sure that Sarah would not have been able to succeed as she has. As a college administrator who works with people with learning disabilities, I am excited to see others with disabilities—both learning and otherwise—who are attending college because they were able to receive the proper education beginning early in their educational career because of IDEA.

Donna Smith, Findlay, Ohio

Student with LD Now Flourishes in College

Lorraine

My daughter, Lorraine, was diagnosed with a brain tumor in the sixth grade. She received cranial radiation at that time to remove the tumor. She had a "home-school" teacher for the second semester of sixth grade, then went back to the private Catholic school she had previously attended for seventh and eighth grades. We found that the effects of this type of radiation often don't appear until about 2 years post-therapy.

During the rest of her junior high and high school years, Lorraine did reasonably well in a private school for students with learning disabilities, with adjustments for both her visual impairments and learning disabilities due to the radiation. However, she really excelled once she reached college. She attends Beacon College in Leesburg, Florida. Beacon was founded about 6 years ago by parents of students with learning disabilities who couldn't handle "regular" college, but were bright enough to learn the material if it was presented in an appropriate way to meet their specific needs. Many of the students attending Beacon have a secondary disability. For example, Lorraine is legally blind due to her earlier brain tumor and the subsequent cranial radiation.

All of the instructors are specialists in LD as well as in their academic field (literature, math, science, etc.) There is one staff person whose sole job is to set up internships for the students, which are required full time in their final

year. There are four degrees given at this time: associate's degrees in human services or general studies, and bachelor's degrees in the same. The classes are very small (5-6 students), and there are tutorials by the same instructors after every class. The students live in an apartment complex (with adult RA's on hand) with support to learn independent living skills.

Personally, I could not be more thrilled. My daughter is happier than she has been since she was 11 years old. She is succeeding academically and socially—I am continuously amazed at how much she is learning. (Last weekend she was home and we were discussing why the Eisenhower years were ineffective.) Recently she was asked to help in a presentation at her old high school (a LD private school) about Beacon, and she stood in front of about 20 boys, and described her experiences at college and answered many questions fired at her without getting the least bit flustered. She was relaxed and gave appropriate answers without missing a beat (this from a child who would stammer and stutter and turn red if asked a question in a classroom before).

Mary Colletti, Tampa, FL

Special Education Allows Student to Reach His Dreams!

James K. Fortin, 23, graduated from DeLand (Florida) High School in 1993. Throughout his school years, he has participated in the Exceptional Student Education (ESE) program in Volusia County, Florida. Beginning in 1977, when he was 5-years-old, James also received speech therapy during his early school years. Upon arriving at DeLand High School, he received ESE services, both in classes co-taught by a regular and special education teacher, as well as through consultative services. Along with the support and encouragement of great professionals and services, James graduated with a regular high school diploma. This was a significant accomplishment; not only for James personally, but also for the Volusia County School Board.

James' childhood dream was to become a firefighter. Much training, both academically and physically, is required to serve in this position. Since graduation, James has maintained a full-time job, has accumulated 797 credit hours of instructional training along with more than 500 hours of field work—all through the Volusia County Fire Department. James has been a volunteer Volusia County Firefighter since 1992, and recently received the award for "Firefighter of the Year!" He was also hired with the city of DeLand and must become state certified.

James' mother cannot stress enough the power, strength, and importance of the IDEA. The academic reinforcement, along with the love and support he received from caring professionals, has given James a lifelong joy of experiencing success!

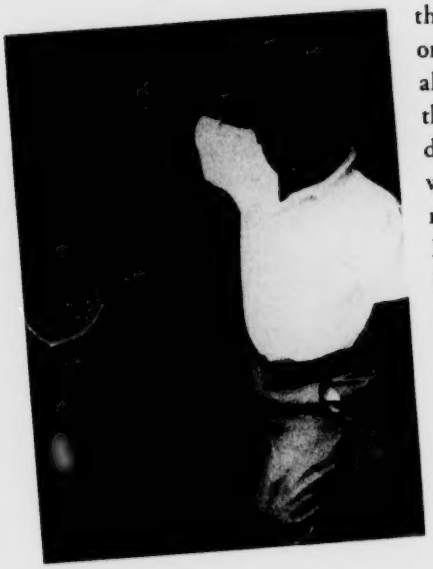
Susan Gortin Sanders, DeLand, Florida

Count Us In!

I am really worried and concerned about all the threatened cuts to IDEA, the Americans with Disabilities Act (ADA), and Supplemental Security Income (SSI) for disabled children. I am 21-years-old and I have Down syndrome. When I was young, professionals and doctors didn't think I could ever learn or amount to anything. But I was lucky because I had wonderful educational programs that helped to develop my knowledge. In 1994, I passed all six of my New York Regents Competency exams. So when I graduated from high school, I got a full academic diploma —the same diploma as everybody else.

I have written a book about my life and my experiences growing up with Down syndrome. It's called *Count Us In: Growing Up With Down Syndrome* and it was published by Harcourt, Brace & Co. I wrote it with my friend Mitchell Levitz who also has Down syndrome. *Count Us In* is in its fourth printing. Mitchell and I have been on a book tour all around the country to promote this profound book about how people with Down syndrome can learn and have ideas and contribute to their communities. I was interviewed in *PEOPLE* magazine and the *New York Times* and about 30 other newspapers and magazines. Mitchell and I were on more than 50 radio and TV interview shows. We send a good message to the world about how much people with disabilities can learn and accomplish.

None of this would have been possible if I didn't have a good education. My goal is to be independent and be part of the community. I think I will reach that goal. If you educate people with disabilities, they will be contributing members of the community. If you don't educate them, then



they will depend on the government all the time and they won't be independent—that will be much more expensive. Please don't cut IDEA, the ADA, or SSI.

Jason A. Kingsley, New York

Mom Has High Hopes for Son

My son Eric Kayser, who recently turned 21, has greatly benefited from special education. As a result of the IDEA, Eric has received an array of individualized services that have helped him be ready for employment. Eric has pervasive developmental disorder (high functioning autism), and because of his intense needs, our family has struggled to keep him at home. Besides providing an appropriate learning environment, education has been the lead agency in helping us obtain other services in order to prevent foster placement or other institutionalization.

As a direct result of our family's struggles and successes, I have learned skills that enable me to help other parents. Ohio has a unique project called the Parent Mentor Project. This is parent-to-parent support provided on a local level by parents who have "walked the walk." A few months ago, I was hired to work as a parent mentor to work with other families of students in special education.

My specific concerns regarding the loss of federal funding and federal monitoring of special education are: in Ohio, this would mean the loss of personnel in the Ohio Division of Special Education and Division of Early Childhood, a total of 262 positions out of 531 receive federal support. In addition, the 10 pilot programs for the Parent Mentor Project were funded through federal support.

Federal funds are also used for Special Education Regional Resource Centers (SERRCs). Our regional SERRC, West Central Ohio, located in Wapakoneta, has been a vital resource for our family. We have used this agency for information, training, and support. Our local schools also depend on SERRC services.

Eric is now working at Goodwill Industries, votes, and pays taxes on his earnings! Our dream is for him to continue to work in—and be a valued member of—our community.

Linda Kayser, Lima, Ohio

IDEA Helped Woman Receive Medals

My daughter, Wendy, who has Down syndrome, is 26-years-old. She graduated from Solon (Ohio) High School, just like our other four children, in 1991. She started classes in a special unit in 1973, half the time in regular classes and half the time in special education classes. She was mainstreamed through the fourth grade in reading and science. Everything improved in FY 1976 with the federal legislation (IDEA)! They were able to have aides for the teacher, liaisoning to the regular classroom for students who could do this. The only mainstream classes she took after that were typing, home economics, gym, homeroom, and lunch! She received speech therapy and assistance in physical education activities—the latter improving her coordination and general health.

Wendy is just finishing her 13th quarter at Cuyahoga Community College (1 course/quarter for credit), majoring in art. She works 4 days a week at McDonald's, and has received three raises in the year she's been there. She's very involved in Special Olympics, and has spoken to groups about the merits of the program. She has voted every year since she was 18. She could never have accomplished all these things without the help she received from IDEA. A strong law is still needed to help all the Wendys of our country.

Colleen Weisz, Solon, Ohio

GIFTED AND TALENTED PROGRAMS SUPPORT EXCEPTIONAL CHILDREN

My son Ben, who is now a freshman in college, was identified as gifted and attended a special program within our school district. The benefit of this special program was crucial to his success as a student. For 4 years, kindergarten through third grade, he and I suffered together. His teachers complained that he talks too much, knows all the answers and shouts them out, he knew how to tell time too soon and told the teacher what should be happening, he was a general problem, etc. It's my feeling that he was probably bored with the curriculum. The worst was that because Ben had no fine motor ability, cursive writing was torture for him. His teachers also failed him in art.

When Ben was placed in a "gifted" program in the fourth grade, his teachers said, "We don't care how he writes, or what he draws, we care about his performance." Ben blossomed, he grew, he thrived in the system that almost shut him down entirely. Today, he is extremely successful in college; he is enrolled in an engineering program and has become a very capable, mature young adult.

I am convinced that without the special "gifted" programs offered by our district, Ben would have fallen through the cracks of a system too concerned with perfect letters, correct spellings, straight lines, and math problems that "show the work." Ben marched to the beat of a different drum and lucky for him, his district recognized the importance of different drummers.

Pat Albu, Canton, Ohio

The Classrooms and the Children

The following information is from a book about children and classrooms—real children and real classrooms. It is about how to create classrooms that are humane, nurturing, and exciting—classrooms that enable and encourage the unfolding of giftedness in young children.*

When you walk into Ruth and Maribel's kindergarten classroom, you feel the excitement. Moving, talking, laughing, exploring, and learning, children are totally engaged in problem-solving. They choose freely from a wide range of materials and activities. Some of the choices are changed daily, some weekly, some monthly, and others are always available. When the children arrive in the morning, they have a group activity involving music or movement, and are introduced to a new concept or idea. They then find out what centers are open and hear about any special activities that have been arranged. For the next several hours, they choose from the wide array of learning experiences available, and participate in any special opportunities. At the end of the day, they have another group activity, again involving music, movement, or reinforcement of a concept.

The classroom is bilingual, since some of the children come to school speaking only Spanish; some are bilingual in English and Spanish; some are monolingual speakers of English. Maribel speaks Spanish during instruction and in most of her interactions with the children, and Ruth speaks English. The teachers alternate as leaders of the morning and afternoon activities, so the child participate in bilingual experiences regardless of their dominant language.

Parents and members of the community feel welcome in this warm, inviting classroom. Parents share their hobbies, collections, and occupations with the children.

The Children

Crystal is a unique individual. She has an incredibly strong sense of self. Perhaps some would call her stubborn. She certainly is a nonconformist, and is not willing to be bored in a classroom. If there is no excitement, she creates her own. Crystal does not "do groups" very well, so she often engages herself in other activities while the other students are sitting or listening quietly. However, looks are deceiving. She hears every word and learns from it. During a group lesson on more/most and less/least, one day we heard the

correct answers to all the questions coming from one of the far corners of the room. We looked, and there was Crystal, working a puzzle and answering the questions she heard from across the room.

Crystal enjoys the computers and knows how to use all the software in the classroom. If an adult asks her a question about what she is doing, she offers her seat, and proceeds to teach the whole process! One visitor who was taught how to use the drawing program became so fascinated that she went out and purchased the software to use in her own computer. When Crystal was assessed on a problem-solving task involving logical-mathematical intelligence, she made a "train" of attribute blocks with repeating patterns that was about 5 feet in length. The observer, who has conducted many of these assessments, believes that Crystal's analytical abilities are far beyond those of any other children she has tested using this activity.

Crystal also loves books, reading, and writing. Using the pattern of "This little piggy went to market," she recently wrote her own story, complete with illustrations, that ended with "This little piggy had a big, fat tummy." She is playful with concepts and ideas, seemingly thinking ahead of the teachers—surprising them with her humor and knowledge.

When Carlos came to school, he spoke only Spanish. The first day, after the children were introduced in class, he went straight to the puzzle rack, took puzzle #1, turned it face-down to get the pieces out, turned each piece over systematically, and put them in their places. He replaced the first puzzle, took down the second, and followed the same systematic process until he had solved the second puzzle. He continued until he had worked all 14 puzzles regardless of their difficulty, and was getting ready for "round 2" 40 minutes later, when the teachers announced "snack time."

The next day, Carlos started building at the block center. He quickly and purposefully chose his pieces, and built a structure that was a complex combination of symmetry and asymmetry, with pieces balanced carefully on narrow pedestals. He moved around the blocks with confidence and never knocked over a single piece. His concentration was amazing, as was his attention span. He spent an hour and a half on this structure.

That same day, the teachers also realized that Carlos had exceptionally advanced language skills, as he read several books in Spanish and explained complex concepts using sophisticated vocabulary.

*Maker, C. J., and King, M. A. (1996). *Curriculum for Nurturing Giftedness in Young Children*. Reston, VA: The Council for Exceptional Children.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

**(Formerly known as
The Education for all Handicapped
Children Act of 1975)**

STATE AND LOCAL GRANT PROGRAM (P.L. 94-142)

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$2,322.92	$2,323.84	formula	$2,603.25	$3,323.84

Authorizing Provision
The Education for All Handicapped Children Act of 1975, P.L. 94-142, Sections 611-618 (20 USC 1411-1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act of 1986, P.L. 99-457, and the Amendments of 1990, P.L. 101-476. Also known as Part B of the Individuals with Disabilities Education Act.

Purpose
The Individuals with Disabilities Education Act State and Local Grant Program (P.L. 94-142) is the central vehicle through which the Federal government maintains a partnership with states and localities to provide an appropriate education for children with disabilities requiring special education and related services.

Who Receives Funding
State education agencies and, through them, local education agencies receive funds. Each state's allocation is based on a relative count of children with disabilities being served within the state.

Kinds of Activities Supported
Over 5.6 million children with disabilities nationwide, ages 3-21, are receiving special education and related services. For purposes of Federal funding, students with disabilities include: students with mental retardation; with speech, language, hearing and visual impairments; with serious emotional disturbances; with orthopedic impairments; with specific learning disabilities; with autism; with traumatic brain injury; and other students with multiple disabilities who require special education and related services.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$9,370.00	$1,976.10	$1,976.10
1993	$9,370.00	$2,073.30	$2,052.73
1994	$10,400.00	$2,163.71	$2,149.69
1995	$11,700.00	$2,353.03	$2,322.92
1996	$12,083.27	$2,772.46*	$2,323.84

*The Administration's Request consolidated funding for the Part B State and Local Grant Program and the Preschool Program.

Funding Considerations

The Federal government appropriated $2,323.84 million for the Part B State and Local Grant Program for FY 1996. The actual increase to the Part B program was $920,000 million, or less than 1 percent. With this funding level, the Federal contribution to the education of children with disabilities will be 7.4 percent of the APPE, far below the 40 percent promised in P.L. 94-142. For FY 1997, the Administration has requested $2,603.25 million for the Part B State and Local Grant Program, representing a 12 percent increase over the FY 1996 funding level. Unfortunately, because of the growth in the number of children with disabilities being served, the requested level would only amount to $464.87 per child, a mere 8 percent of the APPE instead of the 40 percent promised.

CEC Recommendation

CEC recommends a $1 billion increase in the State and Local Grant program for a total of $3,323.84 million for FY 1997. The funding formula in P.L. 94-142 promises the Federal government will provide funds equal to 40 percent of the national average per pupil expenditure (APPE) multiplied by the number of children being served. This promise has never been fulfilled; the highest Federal contribution to the program was a meager 12 percent of APPE, a level reached in the late 1970s.

With many state and local governments experiencing severe cutbacks, it is becoming increasingly difficult for schools to provide the special education services desperately needed by students with disabilities. It is time the Federal government fulfill its commitment to children with disabilities. Furthermore, the U.S. Department of Education estimates that the number of children with disabilities is growing to 5.6 million students. An appropriation of $3.32 billion would increase the Federal contribution to nearly 11 percent of the APPE. Increasing the Federal contribution to the APPE would represent an important reaffirmation of the Federal commitment to meeting the needs of children with disabilities.

Part B Allocations to the States*
Fiscal Year 1996
School Year 1995-96

State (or Territory)	Children Served	Allocation
National Totals	**5,425,532**	**$2,310,355,501**
Alabama	99,171	41,384,477
Alaska	17,552	7,374,055
Arizona	72,462	30,238,699
Arkansas	52,637	21,965,643
California	544,018	227,021,009
Colorado	68,037	28,392,127
Connecticut	73,792	30,793,713
Delaware	15,424	6,436,500
District of Columbia	6,627	3,047,513
Florida	294,608	122,941,162
Georgia	129,222	53,924,886
Hawaii	15,137	6,316,734
Idaho	22,854	9,537,071
Illinois	250,524	104,544,723
Indiana	128,576	53,655,308
Iowa	64,028	26,719,155
Kansas	51,661	21,558,353
Kentucky	80,687	33,671,026
Louisiana	88,711	37,019,475
Maine	30,565	12,754,903
Maryland	96,771	40,382,947
Massachusetts	156,670	65,379,053
Michigan	182,833	76,296,983
Minnesota	93,975	39,216,164
Mississippi	65,546	27,352,623
Missouri	116,826	48,751,983
Montana	17,679	7,574,452
Nebraska	38,026	15,868,410
Nevada	26,363	11,001,391
New Hampshire	23,754	9,912,644
New Jersey	191,912	80,085,688

*U.S. Department of Education data as of 6/1/96

Part B Allocations to the States*
Fiscal Year 1996
School Year 1995-96 (continued)

State (or Territory)	Children Served	Allocation
New Mexico	45,364	18,930,589
New York	374,361	156,222,426
North Carolina	139,560	58,238,977
North Dakota	12,176	5,081,096
Ohio	223,640	93,325,916
Oklahoma	70,809	29,548,895
Oregon	66,944	27,936,014
Pennsylvania	206,883	86,333,149
Rhode Island	23,693	9,887,189
South Carolina	82,626	34,480,178
South Dakota	15,755	6,574,628
Tennessee	123,753	51,642,649
Texas	420,506	175,478,930
Utah	51,218	21,373,488
Vermont	10,720	4,473,501
Virginia	136,166	56,822,647
Washington	104,483	43,601,197
West Virginia	45,330	18,916,400
Wisconsin	102,237	42,663,932
Wyoming	12,150	5,070,246
BIA	na	28,479,470
Puerto Rico	40,510	18,077,191
American Samoa	na	2,616,028
Guam	na	6,320,281
Northern Marianas	na	1,613,239
Palau	na	736,669
Virgin Islands	na	4,791,706

*U.S. Department of Education data as of 6/1/96

PRESCHOOL GRANTS

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$360.27	$360.41	formula	$380.00	$776.13

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Section 619 (20 USC 1419), as amended by the Education of the Handicapped Act Amendments 1986, P.L. 99-457, and by the Individuals with Disabilities Education Amendments Act of 1991, P.L. 102-119.

Purpose
The Preschool Grants program expands the requirement of free appropriate public education (FAPE) to include all eligible preschool children. The program is intended to assist all states in ensuring that all preschool-aged children with disabilities receive special education and related services, commencing in school year 1991-92. Since 1987 when this expanded program began operating, the number of children served has increased from 260,000 to 527,789 in school year 1995-96.

Who Receives Funding
State education agencies (SEAs) are eligible for grants under this program. SEAs must distribute at least 75 percent of the funds to local education agencies (LEAs) and intermediate educational units (IEUs). The remaining 25 percent of the grant is to be used for the planning and development of a comprehensive delivery system (20 percent) for direct and support services for preschoolers, and for administrative expenses (5 percent).

Kinds of Activities Supported
Funds are used to provide the full range and variety of appropriate preschool special education and related services to children with disabilities 3 through 5 years of age. Funds may also be used for such central purposes as comprehensive diagnostic evaluations and for parent training and counseling. Further, funds may be used for children 2 years of age who will turn 3 years of age during the school year.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	formula	$295.92	$320.00
1993	formula	$320.00	$325.77
1994	formula	$343.75	$339.26
1995	formula	$367.27	$360.27
1996	formula	—*	
$360.41			

*The President requested one appropriation for both the Part B State Grant program and the Preschool program.

Funding Considerations

In 1996 the Federal government appropriated $360.4 million for the Preschool Grants program, a negligible increase over the FY 1995 level. For the 1996-97 school year, the appropriation translates to less than half of the amount authorized per child. A significant increase in the funding of the Preschool Grants program is necessary to ensure preschool-aged children with disabilities begin school ready to learn.

CEC Recommendation

The CEC recommends $776.13 million for Preschool Grants in FY 1997. In the last reauthorization (P.L. 102-119), Congress reaffirmed its support for the Preschool Grants program by changing the authorizing formula from $1,000 to $1,500 per child served. The number of children who are eligible for services continues to grow significantly past estimates given by the U.S. Department of Education. Funds must be appropriated to enable states to serve the increasing population of preschool-aged children with disabilities. The Federal government must live up to its funding commitment by allocating sufficient funds to make the authorization promise of $1,500 per child a reality. An appropriation of $776.13 million would ensure states will be able to provide preschool-aged children with disabilities with the essential education services they need.

Preschool Grants Program Under Section 619 of the IDEA
Allocations to the States*
Federal Fiscal Year 1996
School Year 1995-96

State (or Territory)	3-5 Child Count	Allocation
National Total	517,420	$353,039,063
Alabama	8,498	5,800,674
Alaska	2,068	1,411,602
Arizona	7,277	4,967,228
Arkansas	6,901	4,710,573
California	51,990	35,488,003
Colorado	6,753	4,609,550
Connecticut	6,961	4,751,529
Delaware	2,010	1,372,012
District of Columbia	338	230,716
Florida	25,177	17,185,640
Georgia	12,791	8,731,045
Hawaii	1,199	818,429
Idaho	2,974	2,030,031
Illinois	24,239	16,545,368
Indiana	11,065	7,552,890
Iowa	5,856	3,872,349
Kansas	5,856	3,997,264
Kentucky	14,009	9,562,443
Louisiana	9,658	6,592,482
Maine	3,220	2,197,949
Maryland	9,052	6,178,831
Massachusetts	14,267	9,738,552
Michigan	17,664	12,057,320
Minnesota	10,758	7,343,334
Mississippi	6,451	4,403,407
Missouri	7,975	5,443,678
Montana	1,635	1,116,039
Nebraska	3,311	2,260,065
Nevada	2,900	1,979,519

*U.S. Department of Education data as of 6/1/96

Preschool Grants Program Under Section 619 of the IDEA
Allocations to the States*
Federal Fiscal Year 1996
School Year 1995-96 (continued)

State (or Territory)	3-5 Child Count	Allocation
New Jersey	15,942	10,881,895
New York	45,009	30,722,822
North Carolina	15,141	10,335,138
North Dakota	1,119	763,821
Ohio	18,193	12,418,412
Oklahoma	4,970	3,392,486
Oregon	5,648	3,855,284
Pennsylvania	19,715	13,457,310
Rhode Island	2,131	1,454,605
South Carolina	9,904	6,760,400
South Dakota	2,227	1,520,134
Tennessee	9,825	6,706,475
Texas	30,647	20,919,424
Utah	4,568	3,118,084
Vermont	1,184	808,190
Virginia	12,746	8,700,328
Washington	12,830	8,757,666
West Virginia	4,495	3,045,047
Wisconsin	13,072	8,922,854
Wyoming	1,495	1,020,476
Puerto Rico	3,331	2,273,717
American Samoa	52	35,495
Northern Marianas	22	15,017
Guam	173	118,089
Virgin Islands	118	80,546
Palau	10	6,826

*U.S. Department of Education data as of 6/1/96

EARLY INTERVENTION PROGRAM

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$315.63	$315.75	pending	$315.63	$376.00

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part H, Section 671, as authorized by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and as amended by the IDEA Amendments of 1991, P.L. 102-119.

Purpose
Part H of the Individuals with Disabilities Education Act provides grants to states for early intervention services for infants and toddlers with disabilities, ages birth through 2 years. In 1991, Congress reauthorized the program for 3 years and amended it to include provisions to increase participation of underserved populations and enhance services to the "at-risk" populations.

Who Receives Funding
All states participate voluntarily. Monies under this authority are received and administered by a lead agency appointed by the governor of the state with the participation of a state interagency coordinating council also appointed by the governor. Currently, all states have made the final commitment to full service for the eligible population.

Kinds of Activities Supported
Federal funds under this program are to be used for the planning, development, and implementation of a statewide system for the provision of early intervention services. Funds may also be used for the general expansion and improvement of services. Further, funds may be used to provide a free, appropriate public education, under Part B of IDEA, to children with disabilities from their third birthday to the beginning of the next school year. However, in the provision of actual direct services, Federal funds under this program shall be the "payor of last resort," i.e., IDEA funds may not be used when there are other appropriate resources which can be used or are being used, whether public or private, Federal, state, or local. These restraints on the use of IDEA funds illustrate a central objective of this program: to achieve efficient and effective interagency participation within each state.

Early intervention services include, for each eligible child, a multidisciplinary evaluation and assessment and a written Individualized Family Service Plan (IFSP) developed by a multidisciplinary team and the parents. Service coordination and the services to be provided must be designed and made available to meet developmental needs.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$220.00	$128.82	$175.00
1993	"such sums"	$??????	$342.00
1994	"such sums"	$256.28	$253.15
1995	"such sums"	$325.13*	$315.63*
1996	pending	$315.63	$315.75

*Includes $34 million offset from the Chapter I Disability program

Funding Considerations
In 1996, the Federal government appropriated $315.75 million for the early intervention program. This negligible increase falls far short of addressing the need for services. CEC believes that as child find and child count methodologies are refined and continue to improve, it is reasonable to expect that 2.5 to 3 percent of the population of children from birth to age three would be eligible for participation in the Early Intervention program.

Therefore, CEC's request of $376 million represents a small Federal contribution ($1,000 per child) toward the actual cost of providing early intervention services. This request also includes the $34 million offset from the Chapter I State Operation Program.

CEC Recommendation
CEC recommends an appropriation of $376 million for FY 1997 for the Early Intervention Program. Congress enacted the Early Intervention program after gathering expert evidence on the vital importance of the earliest possible intervention for infants who are developmentally delayed or at risk of becoming so. States counted on a financial partnership with the Federal government when opting to participate in the Part H program. Congress must live up to its commitment by providing enough funds to ensure every eligible infant and toddler receives the services she or he needs.

Part H of the IDEA Allocations to the States*
Federal Fiscal Year 1996
School Year 1995-96

State (or Territory)	Allocation
National Total	$315,632,000
Alabama	4,367,917
Alaska	1,524,910
Arizona	5,040,920
Arkansas	2,511,863
California	40,347,086
Colorado	3,893,981
Connecticut	4,095,944
Delaware	1,374,985
District of Columbia	1,383,883
Florida	15,212,617
Georgia	7,438,660
Hawaii	1,590,820
Idaho	1,479,484
Illinois	13,736,885
Indiana	6,442,058
Iowa	2,809,589
Kansas	2,802,012
Kentucky	3,928,148
Louisiana	5,275,752
Maine	1,374,985
Maryland	6,239,596
Massachusetts	8,492,708
Michigan	10,176,247
Minnesota	5,094,610
Mississippi	2,836,013
Missouri	5,724,039
Montana	1,395,819
Nebraska	1,758,114
Nevada	1,759,114

*U.S. Department of Education data as of 6/1/96

Part H of the IDEA Allocations to the States*
Federal Fiscal Year 1996
School Year 1995-96 (continued)

State (or Territory)	Allocation
New Hampshire	1,522,232
New Jersey	8,552,266
New Mexico	1,890,168
New York	21,361,708
North Carolina	6,809,052
North Dakota	1,374,985
Ohio	10,460,369
Oklahoma	3,722,478
Oregon	3,142,903
Pennsylvania	12,590,173
Rhode Island	1,564,797
South Carolina	4,103,199
South Dakota	1,374,985
Tennessee	5,624,612
Texas	24,258,785
Utah	2,826,559
Vermont	1,374,985
Virginia	7,329,204
Washington	5,946,345
West Virginia	1,878,151
Wisconsin	5,649,829
Wyoming	1,423,267
American Samoa	514,726
Guam	1,139,887
Northern Marianas	342,601
Palau	104,018
Puerto Rico	4,107,217
Secretary of the Interior	3,862,461
Virgin Islands	671,387

*U.S. Department of Education data as of 6/1/96

DEAF-BLIND PROGRAMS AND SERVICES

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$12.83	$12.83	pending	—*	$29.20

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part C, Section 622 (20 USC 1422), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
Assist the efforts of state and local educational agencies (SEAs and LEAs) to provide full educational services to children and youth who are both deaf and blind.

For purposes of this part, children who are deaf-blind are those children having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated in special education programs solely for children and youth with hearing impairments, visual impairments, or severe disabilities, without supplementary assistance to address their educational needs.

Who Receives Funding
Assistance under this program is to be provided to local education agencies and Part H lead agencies. In addition, public or nonprofit private agencies, institutions, or organizations are eligible to apply for grants or enter into cooperative agreements or contracts under this program.

Kinds of Activities Supported
When initially authorized in 1968, this program utilized a center approach to serve children who are both deaf and blind because of their relatively small numbers, scattered geographic distribution, and need for highly specialized extensive services. Under the 1983 Education of the Handicapped Act Amendments, emphasis was placed on providing programmatic support (i.e.,

technical assistance, training, and information dissemination) to assist states in meeting their responsibility to furnish children who are deaf-blind a free and appropriate education consistent with P.L. 94-142, as well as serve children and youth with deaf-blindness not required by Federal law to be served by the states (i.e., children birth through age 3 and youth ages 18 through 21 depending upon state law and practice).

Under the 1990 Education of the Handicapped Act Amendments, the Secretary is authorized to make a grant, or enter into a contract or cooperative agreement, for a national clearinghouse for children and youth with deaf-blindness to, among other things (1) identify, coordinate, and disseminate information concerning effective practices in working with deaf-blind infants, toddlers, children and youth, and (2) interact with educators, professional groups, and parents to identify areas for programming, materials development, training, and expansion of specific services.

The program consists of the following components: (1) single and multistate programs to provide special education and related services; (2) technical assistance to single and multistate programs for the purposes of program development and expansion; and (3) demonstration and special projects to develop innovative and effective approaches and procedures in areas such as total life planning, vocational/ employment skills training and supported work, social and community skills development, communication skills, and education in regular school settings and to expand LEA capabilities to serve children with deaf-blindness and encourage eventual assumption of funding responsibility by state and local sources.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$24.10	$12.85	$13.00
1993	$26.50	$13.00	$12.83
1994	$29.20	$12.83	$12.83
1995	$29.20	$12.83	$12.83
1996	pending	—*	$12.83

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations

The Federal government appropriated level funding of this program for FY 1996. Such a freeze will mean that the program will not receive a cost of living increase, thereby restricting funding for new activities and curtailing funding for existing programs.

CEC Recommendation

Since this program has had no increase for many years, CEC recommends an appropriation at the authorization level of $29.20 million. This level of funding would provide this program with a well-needed increase, providing resources for carrying out essential program components as well as needed data collection, analysis, and dissemination activities.

REGIONAL RESOURCE CENTERS (RRCs)

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$7.22	$6.64	pending	—*	$11.05

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part C, Section 621 (20 USC 1421), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
Assist state educational agencies (SEAs) and, through them, local educational agencies (LEAs) in identifying and solving persistent problems in providing educational services to infants, toddlers, children, and youth with disabilities, and in identifying and replicating model programs and practices. The assistance provided must be consistent with the priority needs identified by the state.

Who Receives Funding
Grants, contracts, and cooperative agreements are awarded, on a competitive basis, to institutions of higher education, private nonprofit organizations, SEAs, or combinations of such agencies and institutions which may include LEAs.

Existing RRCs include:

- Northeast RRC (Trinity College, VT) — ME, VT, NH, MA, CT, RI, NY, NJ
- Midsouth RRC (University of Kentucky) — MD, DE, VA, WV, DC, KY, TN, NC, SC

• South Atlantic RRC (Florida Atlantic University)	GA, AL, FL, MS, PR, VI, NM, TX, OK, AR, LA
• Great Lakes Area RRC (Ohio State University)	IL, OH, IN, PA, WI, MN, MI
• Mountain Plains RRC (Utah State University)	MT, WY, ND, SD, UT, CO, NE, KS, IA, MO, Bureau of Indian Affairs
• Western RRC (University of Oregon)	OR, ID, WA, AK, CA, AZ, NV, HI, GU, Trust Territories, American Samoa, Northern Marianas

In addition, a Federal Regional Resource Center is in operation at the Academy for Educational Development in Washington, DC.

Kinds of Activities Supported

The RRCs program began in 1969 with four centers to develop and apply the best methods of appraisal and educational programming for students with disabilities.

The current program is designed to include six regional centers and a national technical assistance center, which builds on successful performance of previous assignments by the RRC network, while responding to the changes in the program that were made in the 1990 EHA amendments.

Topical areas, determined through an annual needs assessment, being addressed by the RRCs include: program evaluation, technology, least restrictive environment, secondary and transitional services, policies and procedures/monitoring, early childhood, and parental involvement. In addition, the centers are addressing new and emerging issues, such as: (1) meeting the needs of a diverse group of students with disabilities; (2) the retention and recruitment of special education personnel; and (3) improving the outcomes for students with disabilities as they make the transition from school to work.

The purpose of the Federal Regional Resource Center (FRRC) authorized in 1986 is to: (1) design and provide technical assistance to the RRCs and OSEP; (2) identify and analyze significant and emerging issues related to technical assistance needs; (3) plan for long-term technical assistance needs-forecasting for the RRC and National Resource Center program; (4) review RRC products as well as OSEP monitoring on persistent problems encountered in administering OSEP formula grant programs; and (5) assist the RRCs with consultant, technical assistance and training on OSEP-designated national priorities for technical assistance.

The EHA Amendments of 1990 amended the authority of the FRRC to: (1) provide information to, and training for, agencies and organizations regarding techniques and approaches for submitting applications for grants, contracts, and cooperative agreements; (2) give priority to provide technical assistance concerning the education of children with disabilities from minority backgrounds; (3) exchange information with other centers addressing the needs of children with disabilities from minority backgrounds; and (4) provide assistance to state education agencies, through the regional resource centers, for the training of hearing officers.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$9.30	$6.62	$7.00
1993	$10.14	$7.00	$7.22
1994	$11.05	$7.22	$7.22
1995	$11.05	$7.22	$7.22
1996	pending	—*	$6.64

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations
For FY 1996, the appropriation will decrease for this program from the FY 1995 funding level. This level not only fails to allow for the annual inflation rate, but also forces the centers to maintain services with less money. Further, because the number of RRCs was reduced from 12 to 6 in 1982, each center is now providing services to a larger number of states, which in many instances has dramatically increased the geographic size of the service area.

CEC Recommendation
CEC recommends an appropriation of $11.05 million for FY 1997. This would represent a modest increase that would permit each center to offset inflation, as well as provide additional funds to support the National Center.

PROGRAMS FOR CHILDREN WITH SEVERE DISABILITIES

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$10.03	$ 10.03	pending	—*	$12.70

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision

The Individuals with Disabilities Education Act (IDEA), Part C, Section 624 (20 USC 1424c), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose

The purpose of this program is to assist state and local agencies in providing innovative and effective approaches to the education of students with severe disabilities, many of whom require complex, varied, and often expensive educational services. Children with severe disabilities include: the seriously emotionally disturbed, autistic, profoundly and severely mentally retarded, and those with two or more disabling conditions, such as persons with mental retardation-blindness and cerebral palsy-deafness. Since its inception, the program has emphasized the funding of practice-stretching activities and the provision of educational services to these children in integrated, least restrictive environments.

Who Receives Funding

State educational agencies, intermediate, or local educational agencies, institutions of higher education, and other public agencies and nonprofit organizations are eligible for funding under this program.

Kinds of Activities Supported

Activities under this program address the special education, related service, early intervention, and integration needs of infants, toddlers, children, and youth with severe disabilities. Such activities include: research to identify and meet the needs of children and youth with severe disabilities; the development or demonstration of new or improvements in existing methods or

techniques which would contribute to the adjustment and education of such children and youth; the training of special and regular education, related service, and early intervention personnel; the dissemination of information on successful programs; and statewide projects to improve the quality of special education and related services for children and youth with severe disabilities and to change the delivery of services from segregated to integrated environments.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration Request	Appropriated
1992	$10.50	$7.87	$8.00
1993	$11.60	$8.00	$9.33
1994	$12.70	$9.33	$9.33
1995	$12.70	$10.03	$10.03
1996	pending	—*	$10.03

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations
The Federal government has maintained level funding in FY 1996 for the Programs for Children with Severe Disabilities. While this funding level demonstrates some effort to address the ever-growing research and training needs of this service-intensive population, the appropriation does not address the annual inflation rate, and is still substantially below the authorized funding level.

CEC Recommendation
The CEC recommends $12.7 million for FY 1997 for Programs for Children with Severe Disabilities. The increase would allow for a much-needed national investment in services for our children with the most severe disabilities. Programs funded under this legislation have proven to be successful in assisting states in creating integrated services for students with severe disabilities. CEC believes that every state, and every student with severe disabilities, should have the opportunity to benefit from this assistance.

EARLY CHILDHOOD EDUCATION

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$25.17	$25.17	pending	—*	$40.71

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part C, Section 623 (20 USC 1423), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, the Education of the Handicapped Act Amendments of 1990, P.L. 101-476, and by the Individuals with Disabilities Education Act Amendments of 1991, P.L. 102-119.

Purpose
The purpose of this program is to foster increased and improved services to young children with disabilities and their families, including infants and toddlers who are at risk of developmental delays. The Early Childhood Education program complements both the Preschool Grant program and the Part H Early Intervention program by developing models of best practice for preschool and early intervention programs, and by stimulating statewide program development.

Who Receives Funding
Public and private nonprofit organizations are eligible for funding.

Kinds of Activities Supported
Projects authorized under this program support demonstration, outreach, and research activities to address the special needs of children aged birth through 8 who have disabilities. The program assists state and local entities in expanding and improving early childhood programs and services. Amendments to the legislation in 1991 expanded activities to include: projects serving children "at risk" of having substantial developmental delays if early intervention services are not provided; improving outreach to low-income, minority, rural, and other underserved populations eligible for assistance under Parts B and H; promoting the use of assistive technology devices and services to enhance the development of infants and toddlers with disabilities; addressing the

early intervention needs of children exposed prenatally to maternal drug abuse; and changing the delivery of services from segregated to integrated environments.

The program also authorized up to five grants to states to establish statewide systems for the identification, tracking, and referral of all categories of children who are at risk of developmental delays.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$34.23	$24.20	$25.00
1993	$37.32	$25.00	$25.17
1994	$40.71	$25.17	$25.17
1995	$40.71	$25.17	$25.17
1996	pending	—*	$25.17

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations
The Federal government has frozen funding for the Early Childhood Education program for FY 1996. This is an actual decrease in funding when taking inflationary costs into account and will mean a frozen appropriation for 4 successive fiscal years. The lack of new funds continues to impede the implementation of the new initiatives authorized under the 1991 amendments, P.L. 102-119.

CEC Recommendation
CEC recommends an appropriation of $40.71 million for FY 1997 for the Early Childhood Education program. The current fiscal crisis facing most of the states places the statewide early intervention and preschool programs in jeopardy. These projects are the primary mechanism for providing families, agency administrators, and service providers with information, resources, and technical assistance in early intervention and preschool education. States are particularly in need of assistance in their efforts to serve the growing population of at-risk children and to reach traditionally underserved families. As states struggle to serve these families, they are looking to the Federal government to uphold its commitment of resources and program supports necessary to maintain early intervention and preschool programs.

PROGRAMS FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$4.15	$4.15	pending	—*	$11.50

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part C, Section 627 (20 USC 1426) authorized by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
The purpose of these programs is to provide funds for the research and implementation of projects to improve special education and related services to children and youth with serious emotional disturbance.

Who Receives Funding
Institutions of higher education, state and local education agencies, and other appropriate public and private nonprofit institutions or agencies are eligible for grants under this program.

Kinds of Activities Supported
Programs for Children and Youth with Serious Emotional Disturbance is a discretionary grant program designed to address the special education needs of children and youth with serious emotional disturbances (SED). In response to the limited research and demonstration initiatives for this population of students, Congress authorized a range of activities aimed at improving special education including: examining the current state of special education and related services for children and youth with SED; producing methodologies and curricula designed to improve special education and related services for these children; developing the knowledge, skills and strategies for effective collaboration among special education, related services, and other professionals and agencies; and developing and implementing innovative approaches to assist children with problems in order to prevent them from developing serious emotional disturbances that require the provision of special education and related services.

The Secretary is also authorized to make grants to LEAs in collaboration with mental health entities to provide services for children and youth with emotional disturbance. These projects include: increasing the availability, access, and quality of community services for these children and their families; improving working relationships among relevant professional personnel, families of children, and their advocates; targeting resources to school settings; and taking into account the needs of minority children and youth.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1993	$9.50	$4.00	$4.15
1994	$11.50	$4.15	$4.15
1995	$11.50	$4.15	$4.15
1996	$11.50	—*	$4.15

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations
In 1996, the Federal government continued level funding for the Programs for Children and Youth with Serious Emotional Disturbance. The amount appropriated is not even half of the authorized funding level for this critical program and ignores the need for special education research and demonstration activities in this crucial area. As public concern regarding the lack of effective services and treatment for children and youth with emotional and behavioral disorders grows ever greater, the nearly 3 million children with emotional disabilities would benefit from substantial Federal support of this program.

CEC Recommendation
CEC recommends $11.5 million for Programs for Children and Youth with Serious Emotional Disturbances in FY 1996. Children and youth with serious emotional disturbances are among the most underserved children in special education. These children are at high risk for out-of-school placements in costly residential programs. Strong Federal leadership and sufficient funding are required if this population is to catch up and finally receive appropriate special education and related services. An increase in this critical program would also allow the development and adoption of meaningful special education programs for adjudicated youth with disabilities. Longitudinal data shows this group of students to have particularly bleak outcomes.

POSTSECONDARY EDUCATION PROGRAMS

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$8.84	$8.84	pending	—*	$11.93

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part C, Section 625 (20 USC 1424a), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
The purpose of the Postsecondary Education program is to enable individuals with disabilities to continue their formal education beyond high school and widen the choices of formal preparation available to them. This program supports the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, and adult education for persons with disabilities.

Who Receives Funding
Contracts and grants are awarded to state educational agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies. P.L. 99-457 places a priority on programs that coordinate, facilitate, and encourage the education of individuals with disabilities with their nondisabled peers. P.L. 99-457 also requires grantees to coordinate their efforts with the postsecondary clearinghouse authorized under Part D, Section 633 of the IDEA.

Kinds of Activities Supported
This program enables individuals with disabilities to continue their formal education beyond high school by supporting the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing or adult services for persons with disabilities. Two major activities are supported through this program: (1) four regional postsecondary schools and model demonstration projects of specially adapted or designed

programs that coordinate, facilitate, and encourage education of individuals with disabilities alongside their nondisabled peers; and (2) projects focusing on services for individuals with specific learning disabilities in regular postsecondary and vocational educational settings. In addition, the Amendments of 1990 provide for model programs which may include joint projects that coordinate with special education and transition services.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$10.23	$8.56	$9.00
1993	$11.05	$9.00	$8.84
1994	$11.93	$8.84	$8.84
1995	$11.93	$8.84	$8.84
1996	$11.93	—*	$8.84

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations
For FY 1996, the Federal government has funded the Postsecondary Education program at the FY 1995 level, which will not allow for the needed expansion of these programs in order to address the educational needs of individuals with disabilities, and will be the fourth consecutive year in which the appropriation has been frozen or has decreased.

CEC Recommendation
CEC recommends $11.9 million for the Postsecondary Education program in FY 1997. With the number of students with disabilities who successfully complete the high school program rising in recent years, there is an increase in the number of students with disabilities who are interested in and capable of benefiting from postsecondary education. A variety of appropriate options must be made available to them. Moreover, with the current workplace requiring higher skills, it is imperative for the Federal government to continue to invest in the necessary training needed to compete in a demanding marketplace. The Federal government must increase the funding for these critical programs to enable students with disabilities to continue their education and acquire the necessary skills to compete nationally and internationally.

SECONDARY EDUCATION AND TRANSITIONAL SERVICES

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$23.97	$23.97	pending	—*	$49.65**

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

** Represents combined Secondary - SEA/VR.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part C, Section 626 (20 USC 1424a), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
The purpose of the Secondary Education and Transitional Services program is to contribute to the development and improvement of programs and services for secondary-aged youth with disabilities, primarily recent high-school graduates, dropouts, or those who "age out" of school. Such programs and services assist students in making successful transitions to adult and working life.

Recognizing the importance of transition services, Congress authorized one-time, 5-year grants to be provided jointly to state education agencies and state vocational rehabilitation (VR) agencies to develop and implement a comprehensive, statewide system of transition services for youth with disabilities (P.L. 101-476). If the state vocational rehabilitation agency chooses not to participate, the grant may be provided to the state education agency (SEA) and one other agency that provides transition services.

Who Receives Funding
Institutions of higher education, SEAs, other state agencies, LEAs, public and private nonprofit institutions and agencies (including state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) are eligible to apply for grants or contracts.

Kinds of Activities Supported

Authorized projects may include: development of strategies, techniques, and delivery systems for transition to independent living, vocational training, postsecondary education, and competitive employment; demonstration models; demographic studies relating to transitional services; specially designed vocational programs; research and development projects including dissemination; and cooperative models between educational and adult service agencies.

In FY 1988, two priorities were established to prepare and place youth with severe disabilities in supported work prior to their leaving school and to enhance existing procedures for a follow-up/follow-along system for all completers and leavers of schools. Current efforts include the development of programs to provide job-related training for mainstream youth with learning disabilities and other mild disabilities, and projects to promote and refine student involvement in transition planning.

Recent Funding History

(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$41.05	$14.64	$19.00
1993	$45.17	$19.00	$21.97
1994	$49.65	$21.97	$21.97
1995	$49.65	$23.97	$23.97
1996	$49.65	—*	$23.97

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations

The Federal government appropriated a $2 million increase for this program in FY 1995 and froze funding at that level in 1996. This appropriation will not allow for the much-needed full development of the state agency joint grants authorized in the program.

CEC Recommendation

CEC recommends $49.7 million for Secondary Education and Transitional Services in FY 1997. This program addresses the nation's commitment to the education of youth with disabilities at the secondary level. The Secondary Education and Transitional Services program assists youth in their transition to competitive employment, continued training, education, or adult services. The number of youth with disabilities dropping out of school continues to be unacceptably high at 23

percent in the mid-1990s. As these students leave the school environment, they have not been provided with adequate transitional services and training to enable them to function in employment and independent living environments.

P.L. 101-476 requires that transition services be included in the individualized education program (IEP) for all students receiving special education, to occur no later than age 16. To support that requirement, joint grants to the SEA and the state VR agency are available to develop, implement, and improve statewide systems to provide transition services for youth with disabilities. All states would be able to obtain grants to provide these necessary services if Congress provided an appropriation at the CEC recommended level. CEC urges the full authorization to be appropriated for this program, namely $13.1 million for the ongoing secondary education program and $36.6 million for the new joint grant transition program.

INNOVATION AND DEVELOPMENT

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$20.64	$20.64	pending	—*	$33.20

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part E, Sections 641 and 642 (20 USC 1441 and 1442), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and as further amended by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
The purposes of this program are to advance knowledge regarding instruction and other interventions for infants, toddlers, children and youth with disabilities and advance the use of knowledge by personnel preparing special education, related services, and early intervention services through the research process.

Who Receives Funding
State and local educational agencies, institutions of higher education, and other public agencies and nonprofit private organizations are eligible to receive grants or enter into contracts or cooperative agreements.

Kinds of Activities Supported
Under the Education of the Handicapped Act Amendments of 1990 (P.L. 101-476), research and related activities are to be designed to: (1) advance knowledge regarding the provision of instruction; and (2) advance the use of knowledge by personnel providing special education, early intervention, and related services.

The components of this program include: (1) field-initiated research to produce and disseminate new information on the education of children and youth with disabilities and to support student research to encourage special education research among graduate students and motivate students to enter the field of special education research; (2) directed research to support research on educating students with serious emotional problems; learning disabilities in general education;

teacher/learner efficiency enhancing instructional options; and to establish research institutes; and (3) special projects to review research and emerging special education issues and to provide technical assistance to parent and professional organizations.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$27.40	$20.17	$21.00
1993	$30.20	$21.00	$20.64
1994	$33.20	$20.64	$20.64
1995	$33.20	$19.89	$20.64
1996	pending	—*	$14.00

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations
Sharply decreased funding has been appropriated even though two additional programs have been initiated: the ombudsperson model demonstration program and the centers to organize and disseminate information pertaining to children with attention deficit disorder.

Furthermore, as the issues regarding the education of students with disabilities shift from access to education to the quality of the education provided, it becomes increasingly imperative that there be a continual investment in research and innovation activities that can assist practitioners in improving the quality of the services they provide to children. Research in special education is significantly Federally impacted. State and local governmental as well as private resources for this purpose are minimal and becoming even more limited. The existence and quality of a community of researchers is directly related to the availability of Federal resources to support such research. The relatively small numbers of children with disabilities and their unique needs makes the development of new materials commercially unattractive without governmental support.

CEC Recommendation
CEC recommends an appropriation of $33.20 million in FY 1997, which would represent a critically needed increase. It is well known that states, localities, and the private sector do not view national research activities as a priority for their dwindling resources. This program is essential for the program development and improvement of the education of children with

disabilities by providing new knowledge as well as developing new or improved approaches and products. An increase in funds would allow the support of model demonstration programs to facilitate the translation of research knowledge into practice for students with high-incidence or single sensory disabilities. Increased funds would also allow the development and dissemination of effective practices to meet the unique needs of children and youth with disabilities who are culturally and linguistically diverse. Furthermore, this program has funded projects to do research on the impact of educating students with disabilities in inclusive education settings which provides important information to ensure that all students are included in meeting the national education goals.

SPECIAL EDUCATION TECHNOLOGY

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$10.86	$9.99	pending	—*	$15.00

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part G, as amended by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457; and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476. While this program is relatively new as an independent authority, it had a long history under IDEA, Part F.

Purpose
The purpose of the special education technology program is to support the development and advance the use of technology, media, and materials in the education of students with disabilities and early intervention for infants and toddlers. Goals include (1) enhancing the availability of appropriate technology; (2) improving the quality of technology-based materials and programs; and (3) encouraging the appropriate use of media, materials, and technology in special education.

Who Receives Funding
Institutions of higher education, state and local educational agencies, or other appropriate agencies and organizations may receive grants, contracts, or participate in cooperative agreements.

Kinds of Activities Supported
This program supports projects and centers for the purposes of: (1) determining how technology, media, and materials are being used in the education of students with disabilities and how they can be used more effectively; (2) designing and adapting new technology, media, and materials to improve the education of students with disabilities; (3) assisting the public and private sectors in the development and marketing of new technology, media, and materials for the education of students with disabilities; (4) disseminating information on the availability and use of new technology, media, and materials for the education of children with disabilities; and (5) increasing access to and use of assistive technology devices and services.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$12.86	$5.59	$10.00
1993	$13.89	$10.00	$10.86
1994	$15.00	$10.86	$10.86
1995	$15.00	$10.36	$10.86
1996	$15.00	—*	$ 9.99

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations

The Federal government appropriated an 8 percent funding cut for the special education technology program for FY 1996. This cut eliminates any possibility of growth and expansion of this critical program. This is a program in which a modest Federal investment can make a substantial difference in the lives of children with disabilities.

CEC Recommendation

CEC recommends $15 million for FY 1997 for the special education technology program. In P.L. 99-457, Congress responded to significant evidence that greater Federal attention needed to be directed to improving the use of new technologies in program for children with disabilities. Congress continued its support of this important program in 1995 by appropriating an increase of funds. CEC believes Congress is on the right track and should continue to support this program. By investing in special education technology, we can significantly improve the quality of special education and early intervention that children with disabilities are receiving.

EDUCATIONAL MEDIA AND CAPTIONING SERVICES

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$19.14	$19.14	pending	—*	$26.60

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part F, Sections 652 and 653 (20 USC 1452 and 1453), as amended by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
The purpose of this program is to produce and distribute educational materials for students with disabilities, their parents, educators, and employers. This program began in 1958 when Congress authorized a program to produce and lend captioned films to deaf persons and was recently expanded to include media services for all persons with disabilities. P.L. 101-476 places an emphasis on improving the general welfare of individuals with visual impairments by (1) bringing to them an appreciation of textbooks, films, etc., that play an important part in the advancement of persons who are visually impaired; and (2) ensuring access to television programming and other video materials.

Who Receives Funding
The Secretary may enter into grants, contracts, or cooperative agreements with profit and nonprofit public and private agencies, organizations, and institutions to carry out the purposes of this part. The National Theatre of the Deaf is the only specified recipient.

Kinds of Activities Supported
The focus of this program is to evaluate, select, caption, and distribute captioned films for the deaf as well as support closed captioning services for television news, movies, and other programs. In addition, this program provides ongoing support for: (1) the evaluation, selection, captioning, and distribution of captioned films for persons who are deaf; (2) the recording and distribution of textbooks for students who are blind or print disabled; (3) the promotion of

increased access to the television medium through the closed captioning of news, movies, and other programs; and (4) the National Theatre of the Deaf, Inc.

The 1990 amendments increased the focus of this program on the utilization of educational media to eliminate illiteracy among individuals with disabilities. To support this focus, the Secretary is now authorized to make a grant for the purpose of providing current, free textbooks and other educational publications and materials to students who are blind or other print-disabled through the medium of transcribed tapes and cassettes.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$22.01	$16.42	$17.00
1993	$24.20	$17.00	$17.89
1994	$26.60	$17.89	$18.64
1995	$26.60	$17.64	$19.14
1996	$26.20	—*	$19.14

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations
This important program still has not recovered from a nearly $8 million reduction (39.4 percent) in actual appropriations consequent to the heavy cutting in the Federal domestic budget by the Federal government in FY 1981 and 1982 appropriations. The Congress expressed its concern about adequate funding by providing modest increases, and, more recently, in P.L. 99-457 by establishing the captioning program as a discrete authority.

The modest increase appropriated in FY 1995 for this program was appreciated, but it still does not adequately support the growth and expansion of such important services.

CEC Recommendation
CEC recommends an appropriation of $26.60 million for this program in FY 1996 in order to both recoup the loss in actual appropriations since FY 1980 as well as to allow satisfactory upward adjustment for inflation over the same period and to permit concerted activity on the illiteracy initiative. In addition, with the Americans with Disabilities Act taking effect, renewed attention and focus must be paid to provide equal access for all Americans.

SPECIAL EDUCATION PERSONNEL DEVELOPMENT

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$91.34	$91.34	pending	—*	$123.76

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part D, Sections 631 and 632 (20 USC 1431 and 1432), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
The special education personnel development program (Part D of the Individuals with Disabilities Education Act) is designed to address the need for qualified special education personnel. The program authorizes grants for three main purposes: the preparation of qualified special education, related services, and early intervention professionals; the continuing education of practicing special education, related services, and early intervention personnel; and the training and support of parents of children with disabilities.

Who Receives Funding
At least 65 percent of the funds appropriated are available for grants to institutions of higher education, state education agencies (SEAs), other appropriate nonprofit agencies, and private nonprofit organizations. Individuals may also receive financial aid indirectly through a recipient institution. Ten percent of the funds appropriated are for distribution to SEAs on a noncompetitive basis and are used primarily for the purpose of inservice training of practicing personnel.

A separate authorization is included for grants to private nonprofit organizations for training and information to parents. Such organizations must be governed by parents, serve parents covering the full range of disabling conditions, and demonstrate necessary expertise. The program also includes an independent authorization for grants to Historically Black Colleges and Universities (HBCUs), and other institutions of higher education whose minority enrollment is greater than 25 percent, in an attempt to attract ethnically diverse populations into the special education field.

A new authorization is included for grants to states or entities to support the formation of consortia or partnerships of public and private entities for the purpose of providing opportunities for career advancement and/or competency-based training for current workers at public or private agencies that provide services to infants, toddlers, children, and youth with disabilities.

Kinds of Activities Supported

Training priorities for this program include: (1) personnel preparing for special education careers; (2) special education leadership personnel; (3) related services personnel in educational settings; (4) personnel to provide services to infants and toddlers including early intervention services; (5) preparation of transition personnel; (6) personnel to work in rural areas; (7) special projects to develop and disseminate new training approaches, emphasizing model development for inservice training; (8) support to state educational agencies; (9) parent organization projects to train parents of children with disabilities to participate more effectively in meeting the educational needs of their children; (10) personnel from minority groups and personnel with disabilities; and (11) personnel in the provision of special education to children of limited English proficiency.

Recent Funding History

(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$103.25	$69.29	$89.80
1993	$113.58	$89.80	$90.12
1994	$123.76	$90.12	$91.34
1995	$123.76	$89.59	$91.34
1996	$123.76	—*	$91.34

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations

The Federal government has appropriated level funding for this program in FY 1996. This amount will not address the shortage for qualified special education personnel. The Administration has requested the program be consolidated with other discretionary programs for FY 1997.

According to the Seventeenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA), states reported a need for nearly 26,000

additional special education teachers during the 1992-93 school year. Every child with a disability should be educated in a school staffed by capable, well-prepared, and adequately compensated professionals. Unfortunately, there continues to be an escalating shortage of qualified special education and related services personnel and a reduced capacity of institutions of higher education to prepare all educators for teaching students with disabilities. Such shortages of personnel severely impact the ability to deliver special education and related services to children and youth with disabilities. The shortage of special education providers must be addressed to ensure children with disabilities are receiving the services they need.

CEC Recommendation

CEC recommends an appropriation of $123.76 million for FY 1997 for the Special Education Personnel Development program. Unless a major campaign to recruit, prepare, and retain special education, early intervention, and related services personnel is intensified, the future capability of the nation to educate children with disabilities is seriously threatened. This increase would allow funding of innovative, state-of-the-art personnel preparation projects that have a strong link to the research base for teaching and teacher preparation and promote research into practice in the classroom.

CEC also recommends for FY 1997 an appropriation of $25.62 million for the grants to HBCUs and $17.60 million for the parent training authorization. CEC feels strongly that efforts to increase the representation of persons of culturally and linguistically diverse backgrounds into the special education field should be supported.

CLEARINGHOUSES

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$2.16	$1.99	pending	—*	$2.96

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Part D, Section 633 (20 USC 1433), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
P.L. 101-476 refined the purpose of this program to: (1) collect, develop, and disseminate information; (2) provide technical assistance; (3) conduct coordinated outreach activities; (4) provide for the coordination and networking with other relevant national, state, and local organizations and information and referral resources; (5) respond to information requests; and (6) provide for the synthesis of information for its effective utilization by parents, professionals, individuals with disabilities, and other interested parties. Projects supported under this program provide parents, professionals and others with information on issues pertaining to the education of infants, toddlers, children, and youth with disabilities, and on career opportunities in special education and related services as well as information on adult, continuing and vocational education.

Who Receives Funding
Contracts and grants are awarded on a competitive basis to public agencies or private nonprofit organizations or institutions.

Kinds of Activities Supported
Currently, three clearinghouses exist: (1) the National Information Center for Children and Youth with Disabilities disseminates information and provides technical assistance to parents, professionals, and others about Federal programs for individuals with disabilities, including strategies for disseminating information to underrepresented groups such as those with limited

English proficiency; (2) the National Clearinghouse on Higher Education and Adult Training for People with Disabilities provides information on programs and services available to individuals with disabilities in postsecondary education settings, as well as information on the characteristics of individuals entering and participating in postsecondary education or training; and (3) the National Clearinghouse for Professions in Special Education collects and disseminates information on personnel needs in the education of children and youth with disabilities; provides information on career opportunities in special education and related services and on personnel training programs; and provides assistance to institutions of higher education to meet state and professionally recognized standards.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	$2.46	$1.52	$2.00
1993	$2.71	$2.00	$2.16
1994	$2.96	$2.16	$2.16
1995	$2.96	$2.16	$2.16
1996	pending	—*	$1.99

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations
The Federal government's appropriation in FY 1996 constitutes a serious reduction in funding for this program. All three clearinghouses have suffered a reduction in their actual budget in recent years, whether through the actual appropriation reduction of FY 1996 or the failure to keep pace with inflation.

CEC Recommendation
CEC recommends an appropriation of $2.96 million for FY 1997, in view of the pressing need (articulated in both House and Senate reauthorization reports in 1990) to improve the dissemination of valuable existing information about children and youth with disabilities as well as about career opportunities in special education. Furthermore, because of the continued rise in the number of children receiving special education services and the diversity of the school-age population, there is a growing need to provide information to parents and to package that information in an understandable format. The current appropriation falls well below the minimum amount necessary to continue current services, in addition to enhancing outreach, technical assistance, and dissemination activities.

EVALUATION AND PROGRAM INFORMATION

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$4.16	$3.83	pending	—*	$12.00

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level.

Authorizing Provision
The Individuals with Disabilities Education Act (IDEA), Section 618 (20 USC 1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, and by the Education of the Handicapped Act Amendments of 1990, P.L. 101-476.

Purpose
The purpose of the Evaluation and Program Information program is to conduct activities to assess progress in the implementation of IDEA and the impact and effectiveness of state and local efforts to provide a free appropriate public education (FAPE) and early intervention services to children with disabilities. The program also provides information relevant to policy making and to improving program management, administration, delivery, and effectiveness at the Federal, state, and local levels.

Who Receives Funding
Public and private agencies and organizations, including institutions of higher education and state educational agencies (SEAs) are eligible to compete for grants, contracts, or cooperative agreements.

Kinds of Activities Supported
Projects authorized under this program include (a) the identification of implementation issues and information needed by state and local agencies to improve special education and early intervention services; (b) activities to gather information necessary to achieve program and system improvements; (c) projects that organize, synthesize, and integrate knowledge from diverse sources and make it accessible to and usable for program improvements; and (d) preparation of an annual report to Congress on the progress being made in implementing the Act.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	"such sums"	$3.90	$4.00
1993	"such sums"	$4.00	$3.86
1994	"such sums"	$3.86	$3.86
1995	"such sums"	$4.36	$4.16
1996	pending	—*	$3.83

*For FY 1997, as in FY 1996, the Administration has not requested line item funding for each of the 14 support programs under IDEA. Instead, the Administration proposes to consolidate these programs into five new authorities, and will maintain total discretionary funding at the FY 1995 level. The five proposed new authorities are: Research to Practice, State Improvement, Professional Development, Parent Training and Information, and Technology Development and Educational Media Services.

Funding Considerations

The Federal government has maintained this program at a virtually frozen level for a number of years, with a reduction for FY 1996. With such a funding history, virtually none of the program improvement activities authorized in the 1990 IDEA Amendments have been initiated. These activities included investments in policy-related studies and in other activities that would support state and local efforts to improve programs and would speed the transfer of new knowledge to educators, parents, policy makers, and others charged with ensuring equal educational opportunities for children with disabilities.

CEC Recommendation

CEC recommends $12 million for this program in FY 1996. A substantial Federal investment needs to be made to assist states in identifying, designing, and implementing program and system improvements that will result in better outcomes for infants, toddlers, children, and youth with disabilities. Furthermore, this increase would allow funding for an authorized study under section 618 to examine:

> "i) the factors that influence the referral and placement decisions and types of placements, by disability category and English language proficiency, of minority children relative to other children, (ii) the extent to which these children are placed in regular education environments, (iii) the extent to which the parents of these children are involved in placement decisions and in the development and implementation of the IEP and the results of such participation, and (iv) the type of support provided to parents of these children that enable these parents to understand and participate in the educational process."

Unfortunately, this critical study has never been funded and policy makers still do not have necessary data on the numbers and percentages of children from diverse backgrounds in special education programs. The Evaluation and Program Information program is critical to provide this crucial information and to support the innovations necessary to design the best programs for meeting the needs of children with disabilities in the school and community.

EDUCATION OF GIFTED AND TALENTED CHILDREN

(The Jacob K. Javits Gifted and Talented Students Education Act of 1988)

GIFTED AND TALENTED GRANTS

Appropriations
(in millions)

FY 1995	FY 1996	FY 1997 Authorization	Administration FY 1997 Request	CEC FY 1997 Recommendation
$4.92	$3.00	"such sums"	$10.00	$20.00

Authorizing Provisions
The Jacob K. Javits Gifted and Talented Students Education Act of 1988 is authorized under Title X, Part B, of P.L. 103-382, Improving America's Schools Act.

Purpose
The Jacob K. Javits Gifted and Talented Students Education Act is designed to encourage the expansion and improvement of educational opportunities for the nation's estimated 2.5 million identified gifted and talented children and youth, approximately half of whom presently receive no special services. The program places a priority on identifying and providing services to children who have not been identified through traditional assessment methods, such as disadvantaged, limited English proficient, and gifted children who have disabilities.

Who Receives Funding
State and local agencies, institutions of higher education, and public and private agencies and organizations may receive grants or contracts under the Javits program.

Kinds of Activities Supported
The Javits program authorizes the funding of grants or contracts for (1) professional development for personnel involved in the education of gifted and talented students; (2) model projects and exemplary programs in identification and education, including innovative methods for identifying and educating students who may not be served by traditional programs; (3) training of personnel and parents with respect to the impact of gender role socialization; (4) implementing innovative strategies; (5) strengthening the capability of SEAs and IHEs to provide leadership and assistance in the identification and education of gifted students and appropriate use of programs and methods to serve all children; (6) technical assistance and information dissemination; and (7) research on identifying gifted and talented students, and for using gifted and talented programs to serve all children.

Recent Funding History
(in millions)

Fiscal Year	Authorized	Administration's Request	Appropriated
1992	"such sums"	$9.7	$9.7
1993	"such sums"	$9.6	$9.6
1994	"such sums"	$9.6	$9.6
1995	$10.0	$10.0	$4.9
1996	"such sums"	$9.5	$3.0

Funding Considerations

The Federal government appropriated $3.0 million for the Javits gifted program in FY 1996, a cut of $1.9 million from last year's level, and $6.5 million below the FY 1995 pre-rescission level. During the 1994 reauthorization of the Act, the purposes of the program were expanded while the authorization level was cut from $20 million to $10 million for FY 1995. It is inconsistent to expand the goals of the Javits program and then cut both the authorization and the appropriation! Funding to encourage gifted and talented education, especially for nontraditional populations, must be increased to meet the additional expectations of the Javits Act and to encourage our gifted students to strive for their personal best in education.

CEC Recommendations

As the only Federal program designed to address the education of gifted and talented children, the Javits program fulfills an important role in meeting the needs of our students. We must be willing to provide all students with the services they need to receive a challenging and rewarding education. The CEC urges Congress to appropriate $20 million for FY 1997.

Department of Public Policy
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 20191-1589

703-264-9498
(Fax) 703 620-4334

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